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ABSTRACT

The following articles on teaching English as a second language are included in this issue: (1) "ELI Tutorial" (about the tutorial program at the English Language Institute of the Church College of Hawaii) by Michael E. Foley; (2) "English-TESL Programs at the Church College of Hawaii" by Jay Fox; (3) "Developmental Speech Classes" by Brent Pickering; (4) "JOBS" (Job Opportunities through Better Skills) by Kenneth Werner, and (5) "Interpretations of Kinesics are Cultural Not Universal" by Alice C. Pack. (JB)

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TESL Reporter

Volume 6, Number 3

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ELI TUTORIAL

by Michael E. Foley

"Can't I stay a little longer?" asked one of my Japanese students. His question demonstrated the interest our students show in the latest attempts to individualize the English Language Institute program at The Church College of Hawaii.

The afternoon ELI Tutorial concentrates on individually helping students improve writing abilities. As many have observed, writing is hard work. It's a skill which must be practiced, so all ELI'ers take a morning writing class. Our largest morning writing class has a 20:1 student/teacher ratio. With a class that size it's impossible for the teacher to spend much time on individual cases. And since one of the division criteria for these students to enter Freshman English is the ability to write a relatively error-free essay, we justify requiring them to spend an additional hour in Tutorial.

Tutorial operates on two basic premises: (1) Writing requires practice. 2) Students need more help. To provide the practice, we use a variety of locally produced materials, commercial texts, and adaptations from selected sources arranged in graduated form. To provide the help, the English Language Institute employs (in addition to the regular staff) several TESL and English undergraduate majors. The majors have been gaining some valuable experience, earning money in their chosen field, and doing an outstanding job working with the international students.

After a month and a half's operation everyone is familiar with Tutorial procedure. It almost runs itself. Students enter the ELI suite any time during open hours and record their own attendance. The materials are kept in large

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ENGLISH - TESL - ELI at the

by Jay Fox

The following description of the curriculum design of the English programs at CCH is given here with the hope that it will be a useful example of one way to design a BATESL program for schools who have large numbers of non-native speakers of English.

In a time of rising administrative and instructional costs in higher education, drops in student enrollments, and a poor job market for graduates, most colleges and universities in the United States have been forced into the Procrustean role of lopping off unnecessary programs and in stretching the necessary ones to accommodate more students with fewer faculty members. The Church College of Hawaii found itself on that unpleasant bed last year and, as a result, has now tailored its English programs to serve its students more efficiently. As described in the Summer 1972 issue of the *TESL Reporter*, we combined various programs into one department in order to eliminate unnecessary duplication and expense.

These savings have allowed us to preserve other departmental programs which we consider essential to our success. The most important of these is the individual consultation program. In this program, as part of his course load, each teacher meets each student once a week in a private conference to discuss the student's reading and writing problems. Individual tutorials have proven to be our most effective method of explaining points of usage to a group of students who come from a variety of ethnic backgrounds. The languages and dialects of Samoa, Fiji, Tonga, Tahiti, China, Japan, the Philippines, Europe, the American mainland, and other countries are represented on our campus. Only in an individualized discussion can a teacher explain effectively to a speaker of French from Tahiti, for example, that the English construction *as . . . . as* is an equivalent of the French construction *aussi . . . que*, or to a speaker of Tongan that the English time marker *ed* is an equivalent of the Tongan time marker *na'e*. Contrastive analyses, explanations of troublesome idiomatic patterns in writing, and special help with a student's reading comprehension problems are handled best in a one to one relationship.

It is these personal conferences, also, that enable us to monitor the performance of students who have declared their intentions of majoring in

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ELI Speech class
Brent Pickering, Instructor

PROGRAMS

Church College of Hawaii

The English Language Institute at CCH administers the Michigan Test of English Language Proficiency (both written and aural) to all entering non-native English speaking students.

Those whose scores fall below an equated 80 and/or raw scores below 30 in grammar (40 possible), 30 in vocabulary (40 possible), and 10 in reading comprehension (20 possible) or cannot write an acceptable in class English essay are enrolled full time in ELI until their English proficiency reaches a level which indicates possible success in regular English speaking college classes.

Each student has an individual program, based on his proficiency in each area, designed to help him develop necessary English language skills. He may take from three to six one-hour classes daily on beginning, intermediate, or advanced levels in such areas as English sentence structure, prepositions, noun phrases, verbs, vocabulary, reading, writing, dictionary and library skills, in addition to the required one hour daily in the listening lab.

Classes last for 20 days and students are evaluated by their teachers in joint conference at the end of each block; then they are individually interviewed and reassigned to new classes (three times each semester).

Freshman English placement tests are given at the beginning and end of each semester.

Although assignment is to ELI 101, 102, 103, or 104 (each 4 credit hours) it is not necessary for students to take all these classes in sequence. Some students are originally placed in 103 or 104; others improve their English language ability fast enough to enroll in the regular Freshman program after one semester in ELI 101 or 102; some students with little or no improvement remain two semesters on one level. (Termination is usually recommended for students who show no improvement in English language ability after two semesters in ELI).

Speech

by Brent Pickering

At present the Developmental Speech Program at the Church College of Hawaii consists of beginning, intermediate and advanced classes in Speech for non-native English speakers. Students meet three days a week for class study and two days a week for private tutoring. Additional tutoring is available for students with special speech problems.

Students learn the International Phonetic Alphabet and are drilled on words with their specific weaknesses. The subject matter of the course deals with orientation to colleges and universities. This gives the student an opportunity to use terms and gain a working knowledge on how to register, make letters of application, and how to set up an individual four year program in a specialized area.

The students also have opportunities to give short speeches and participate in group discussions and conversations relating to themselves and their educational pursuits.

To test achievement a student gives a three minute speech on a subject of his choice. He is also asked certain questions to generate converstaion. The student is graded on his organization and ability to communicate and on his mastery of the sounds, rhythms, and intonations of Standard American English.

JOBS

by Kenneth Werner, Deputy Director

I. OVERVIEW

Since its inception in 1963, the Job Opportunities through Better Skills (JOBS) program of the Chicago Boys Clubs, the Chicago Youth Centers, and the YMCA of Metropolitan Chicago has attempted to provide academic vocational, pre-vocational and supportive services to the Spanish speaking as part of its overall thrust in meeting the manpower needs identifiable with the unemployed, inner-city "disadvantaged" young adult. The Spanish, as well as other ethnic groups, comprised those enrolled in the various operating units of the early JOBS program and undertook the various types of training and curriculum offered. However, their numbers were few in comparison to other groups and in proportion to their numbers residing in Chicago.

JOBS is a cooperative project of the Chicago Boys Clubs, the Chicago Youth Centers and the YMCA of Metropolitan Chicago.

As an attempt to attract, more Spanish speaking and to provide a particular program designed to their needs a separate unit for the Spanish speaking was begun in the Fall of 1965. This unit, located in a heavily concentrated Spanish area on the Northwest side focused upon their needs academically and socially while providing pre-vocational developmental skills. By utilizing a bi-lingual staff, special materials and equipment and structuring the program for those lacking certain language and communicative skills the unit was able to better serve the Spanish in the area, as well as others who come from throughout the city. While most of the trainees were Puerto Rican, countries such as Mexico, Cuba and various Central and South American areas were also represented.

II. TRAINEE CHARACTERISTICS

As the Spanish enrollees represent many countries they also enter having varied intelligence, capabilities and individual traits. For example:

A. 1. The Cuban, coming from primarily the urban, industrial areas are better educated and profess a higher degree of ambition and motivation.

2. The Puerto Rican, generally coming from a rural environment seem to be less educated and less educationally orientated.

3. The Mexican and other Central and South American Spanish generally are patterned either similar to the Cuban or the Puerto Rican depending upon their country of origin and/or the specific region within the country.

B. In terms of ability there seems to be four (4) ranges.

1. Those who are in need of both basic literacy and language training, in varying degrees.

2. Those who need much less literacy training and much more language.

3. Those who need either literacy and/or language training and some degree of social development.

4. Those needing orientation to "big city life" and employment.

In recognizing the above a program designed for the Spanish speaking has a dual purpose; to provide basic English language skills to those whose comprehension is below acceptable norms and to provide to those in need, the basic literacy skills and life orientation so necessary for future

up-grading.

C. As culturalization plays an important part in one's growth it should be noted that there is a difference between the recent arrival to this country and the person who has resided here a number of years. The Spanish, like all non-American cultures, would like to maintain their unique ties, traditions, life styles and language patterns separate and apart from the existing non-Spanish around them. Thus for security, social development, value judgements and identification, one's role in life, in a strange and foreign environment, is to maintain that which has meaning, which is understandable and familiar. Thus, one can easily understand the struggle that exists between the family (that is trying to maintain "Latinism" in spite of the American culture to become "Americanized") and the offspring whose "Latin roots are not as deeply set and therefore are trying to breakaway and become Americanized." For the recent arrival the problem is intensified as the struggle to (maintain) is pitted against the struggle to (let go). As the person becomes more accustomed to his new environment the struggle becomes less intensified.

D. Not withstanding the above, there are also the traits common to all.

1. Girls tend to be shy and reserved.

2. Family ties are usually strong, closely knit and protective.

3. Contact outside of one's local is usually limited.

4. Employment and housing opportunities are selective and limited.

5. Public recognition and response to Spanish needs are limited.

It is soon realized that all "Spanish" are not alike. Although the language is the common binding element (and even that varies with the culture) there are many factors which tend to isolate one from another, i.e., culture, background, values, ability, and economic status.

III. CURRICULUM AND METHOD

In meeting the needs of the Spanish speaking two important aspects are:

1. A suitable curriculum (one that is geared to the primary problem of the Spanish in America-language.

2. Suitable methods (those geared to meeting the problem in an educationally sound, individualistic way).

However, the most important aspect is still the teacher and/or counselor who, being bi-lingual and knowing the needs of the Spanish, can motivate and stimulate, can relate to the person and encourage learning, and encourage learning, and can promote understanding and develop potential and skills. In meeting the challenge one needs to rely upon all forms of approaches such as:

1. Innovative and experimental class prepared materials: these should in all cases be student-centered and level based.

2. Educationally sound commerical materials, books, pamphlets, language lessons, and programmed learning materials.

3. Audio/Visual aids, i.e., maps, charts, films and film strips, t.v., radio, tape recorders, language training machines, records, etc.

4. Outside resources, i.e., speakers, field trips, etc.

5. Small, informal classes usually no more than 15 per class.

6. Both inside and outside opportunities to be the recipient of and to paritcipate in activities and situations enabling exposure to spoken English. An example of this might be some actual experience allowing one to practice English, as shopping in a store or ordering in a restaurant.

7. In order to promote and develop a high degree of proficiency, English as a Second Language classes should be daily and encompass all areas of curriculum. The language learning process cuts across all subject matter lines so a daily academic program, although structured to cover many

areas, should focus upon English.

8. To facilitate both class and non-class work, special tutoring will be necessary in certain cases. This should also be on a regular basis.

An example of an approach previously used by the Spanish speaking unit of JOBS, with much success is the Individual Language Lab utilizing many methods and materials, i.e.; workbooks, tapes, individual classroom work, and teacher coordinated activities.

INDIVIDUAL LANGUAGE LABORATORY

A. General Information

1. The purpose of this lab is to permit the Spanish Speaking trainees to hear, learn, write, and speak more English i.e., drill, vocabulary building, pronunciation, etc.

2. This Individual Lab. goes hand-inhand with the regular language lab or "English Workshop."

3. The text (workbook) entitled *English Your New Language* along with tapes (adapted to the text), class developed mimeographed lessons, and dictionaries are used.

B. Procedure

1. Two tape recorders are used.

2. One tape recorder plays the original tape (English Your New Language), and the other is used by the trainee for the purpose of recording his voice (answering the questions posed by the speaker on the original tape).

3. At this time the following skills are developed:

a. The individual is exposed to correct pronunciation; he in turn repeats after the speaker (on tape) trying to imitate (if at all possible) the speakers correct English accent; the trainee at this time also attempts to comprehend what he is listening to having done the exercises in his text book prior to the lab session.

b. At the end of each exercise the trainee is ready to playback his recorded tape. This gives him a second chance to the original tape played, and also to his own voice, he has the opportunity to observe pronunciation mistakes made and make the necessary corrections.

c. The trainee, with others in his class, reviews the material, giving the opportunity for additional practice.

The approach should be based upon an Audio/Lingual concept and the curriculum should be patterned similarly.

IV. TESTING

The following is based upon experience gathered from the Spanish program of the JOBS Project. At present there are four tests that can be administered in order to properly evaluate, determine ability, and properly place the trainees.

1. GATB - given in Spanish as a means of providing data on ones capabilities.

*2. Beta Intelligence - a non-verbal I.Q. test given to determine ones general intellectual ability.

*3. Stanford Achievement - An English test to determine ones achievement.

*4. Examination in Structure & Grammar Placement Achievement test.

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*To meet the needs of the Spanish modification would be legitimate as an attempt to obtain as valid a score as possible. Directions should be given in Spanish so as to make the task easier. However, all tests designed for the English speaking, to be given in English are invalid as they are based upon English norms. With this in mind, but offset by modification one can still determine progress and achievement.

V. RECRUITMENT AND REFERRALS

The following is a suggested outline of procedures relative to an enrollees initial entrance into the program.

Initial Entrance

Upon entering the program an enrollee is assigned to a counselor who gives him a brief orientation to the unit, then although not necessarily in this order, he is assigned to classes, tested (Achievement & I.Q.), records are made for him, i.e.: control cards, personal information form, progress sheet, and comment sheets, etc. These make up part of his personal folder. *(Note: this is done in a group setting at the beginning, as many trainees usually enter on the same day. If individual problems are presented they are handled immediately by the counselor to insure maximum involvement during training.)*

Training Schedule

The person is placed in class initially on a random basis, but is reassigned, if need be, on the basis of his test scores, his class performance and personal observation.

Post Training

Toward the end of the training period the trainees are retested to determine their progress and their future disposition. During training the staff and the enrollee are in close contact to determine the best possible disposition for each trainee. This is based upon test scores, trainees expressed desires, progress and achievement, the availability of future programs, and our evaluation of him. On this basis some are referred for additional basic education, some to vocational training, some to finish their formal education, and some to employment.

It is worth noting that besides academic training, but equally important, is the social and emotional growth derived from association in the program. This is most meaningful when one takes into account the character of the trainee. The shy, reserved girl or boy who is thrust upon the American urban scene with a grasp of his own values and culture, pits them against the "American way" in a battle that produces frustration, anxiety, bewilderment and, in many cases, a loss of pride and identity. Helping trainees ease the pain, bridge the gap, and make the adjustment is worth the effort.

BOOK REVIEWS

Marcella Frank, *Modern English: a practical reference guide.* **Prentice-Hall, publisher. 1972.** **414 pp. paperback**

A very complete reference guide for advanced ESL students. As a text it might frighten all but the most advanced, serious student because its coverage necessitates a rather crowded paper format and because traditional English descriptive terms are used throughout. Although Ms. Frank states in the preface that the conceptual framework is based on modern grammatical theories (both structural and transformational) the book begins with the traditional parts of speech and uses very old sentence diagramming throughout the book--confusing to both native and non-native English speakers. Perhaps the best use of this book would be for a teacher educated in traditional terms who needs a handy reference to explain some of the functions of English words.

Marcella Frank, *Modern English: Exercises for Non-Native Speakers Part I, Part II, 18[illegible] page workbooks.* **Prentice-Hall, Inc., Publisher 1972**

These advanced workbooks are designed for use with *Modern English: a practical reference* although they may be used alone. Clear examples are given with a minimum grammatical explanation. Book II is excellent for practice in handling complex English sentence forms-a real problem for most ESL students.

by Alice C. Pack

ELI Tutorial

(continued from page 1)

accordion-type folders. Students take the level they're working on and go to one of the air-conditioned classrooms to write. After finishing that short segment, they then work with one of the Tutorial staff, going over the exercises together.

The staffer marks errors and asks the students to make corrections. Grammar and vocabulary are checked thoroughly. Special attention has been given to include new words in the materials, and consequently students have grown conscientious about using dictionaries and no longer wait to be quizzed on vocabulary before checking meanings.

When one segment has been completed the students progress to the next. When questions involving grammar or novel structures arise, there are always enough staff so someone can devote the necessary time to help the student reach an understanding while the others continue. While it sometimes gets crowded and hectic, Tutorial students spend most of their time writing or working with a teacher.

Almost 50% of the Church College of Hawaii's student body are foreign students, many of whom speak English as a second language and who occasionally resent having to enroll in ELI after studying English for many years in their own countries.

The Tutorial has injected some vitalizing enthusiasm against this resentment. Our students enjoy attending. A good deal of peer-tutoring, which is encouraged, goes on while they are writing. They do extra work and sometimes have to be told to leave so we can close for the day.

Lest I portray too glowing a program, there are problems. The process of practice plus help is the important technique used in Tutorial, and not the amount of work done or getting through all the materials. However, students long-conditioned to getting through the book (course, year, etc.) have been overly concerned with completing all the exercises although morning classes supply sufficient homework.

When a student is caught doing the exercises outside Tutorial we explain the rationale to him, but many students don't yet value the process as much as the product. Again, if a student does several segments before working with a teacher, that teacher has to spend much more time with him but at less frequent intervals. Lines would form while others waited their turn and our smoothly flowing operation would bog to boredom.

Of course, trying to get students not to do work is a problem other teachers might welcome.

BATESL major tutors assist students in the ELI program

Interpretations of Kinesics Are Cultural not Universal

by Alice C. Pack

This is the part of a three part article on the relationship of body movement to culture, language, and language teaching. The first and second parts appeared in the Fall 1972 and Winter 1973 issues.

The following are merely samples of body language which have a different interpretation in different cultures.

We in the Western world shake our head from side to side to indicate no, and up and down to indicate yes, but there are societies in India where just the opposite is true. Up and down means no, and side to side means yes.

In Afghanistan an American reclamation engineer (my brother-in-law) on loan from the United States through the United Nations (1955) presented a plan to a native colleague. He was shocked to have a vigorous "negative" head shake as an answer for approval. As he again asked for a response he received the same gesture and an emphatic "beshar kob." The third time he asked for approval (he was certain the plan was what they wanted) he added, "Don't you agree with me? Don't you like it?" The reply in English--still with the head movement from side to side--was, "Yes, of course I like it. As I said before, it's very good."

For acceptance a Thai nods his head and for rejection he shakes his head. However, gestures like this cannot be used by children to adults. It is considered impolite for a child to answer an adult by nodding or shaking his head or to ask an adult to come near by waving his hand. He has to express with words in polite terms.

"Bartlett tells of the Swazi chieften who perceived all traffic policemen in London as friendly beings, because in Swazi culture the upraised arm is an amiable greeting.."

Saitz and Cervenka report this embarrassing incident:

A North American Fulbright professor in Bogota arrived at a dinner a half hour later than the other guests; it had happened that while he was dressing the host's car had arrived to take him to dinner. As the chauffeur was parking, the professor's wife appeared in the window and waved her hand to indicate a five-minute wait. The chauffeur interpreted it as a goodbye dismissal gesture, and he merely took off.

In Thailand when one wants to ask a person to come near, he moves his fingers together back and forth with the palm turned down. This is also true of Samoa and Tonga.

In Tonga raised eyebrows and open eyes indicate agreement or pleasure, and this gesture is often used on greeting someone or when something is said with which the listener wholeheartedly agrees.

Usually among Thai children, to point with one's thumb means anger. When one wants to be reconciled with another person, he will point with his little finger.

Columbians point with the index finger and then bring the hand back to the chest to show "I like or love you," while they depict anger with clenched fists moved in a short, sharp, downward motion. The little finger extended vertically means you (he, she, it) are thin.

Americans expect men to be stoic, showing little emotion. This stoicism is shown in an extreme fashion by the Japanese "with the smile with which he responds to the scolding of his superior, or which accompanies his announcement of the death of his favorite son."

Keeping a "stiff upper lip" is considered unfeeling by one culture and overemotional by another. In Iran, men are expected to show their emotion in tantrums, etc. "If they don't Iranians suspect they are lacking a vital human trait and are not dependable."

There is "copius shedding of tears by Andaman Islanders and the Maori of New Zealand when friends meet after an absence, or when two warring parties make peace." My Maori friends tell me these tears are for those who have passed away and for the things that have happened since last they met.

There is a publication, a Chinese classic, *The Book of Rites* "a considerable portion of which is devoted to the technique of the mourning ceremonial, with elaborate instructions as to just what procedure should be followed in order that the expression of the grief may be socially acceptable."

Muslims, predominant in Malaysia and Indonesia consider the left hand unclean because of its personal use in the toilet. It is unacceptable to eat with the left hand or pass or receive objects with it. With most other Asians, however, good manners demand that you use both hands when offering or receiving objects (particularly food).

In Korea and the Philippines, a bit of food remaining on a plate signifies that you've had enough. In Japan and Malaysia, it means that you want another helping.

TESL Reporter

A quarterly publication of the English Language Institute and the BATESL program of The Church College of Hawaii.

Editor Mrs. Alice Pack, Assistant Professor of English and TESL.
Staff .....Api Hemi, Jovy Moss

Articles relevant to teaching English as a second language in Hawaii, the South Pacific and Asia, may by submitted to the editor through Box 157, The Church College of Hawaii, Laie, Hawaii 96762. Manuscripts should be double-spaced and typed, not exceeding five pages.

Fijians and Thais have the custom in common of remaining lower at show respect or reverence

When sitting, standing or passing before a high personage or an elder person, one should stoop or bend one's head and body so that it is not on the level of or above the head of that person. If a revered person is sitting on the floor in the Thai traditional style, he should be approached on the knees or in a crawling position...In a classroom when a student talks to the teacher who is sitting on a chair, he is supposed to kneel or to stoop so low that he does not seem taller than the sitting teacher.

In American respect or honor is shown by standing up, i.e. a standing ovation. Hewes states, "There are few postures which are prescribed or proscribed with legal sanctions in American culture, but they would include the standing posture required in a courtroom when the judge enters or leaves (violations can be punished summarily as contempt of court)...'

After learning that in Hawaii it is considered insulting to stand with arms behind the back or on the hips, a *haole* teacher understood why the principal at her school usually gently removed her arms from behind her back when she was on playground duty.

In Europe I'm consistently misunderstood when I emphasize a request for one ticket by raising my index finger. Two tickets are tendered and then, when I indicate it is the wrong number, the thumb is raised alone by the ticket seller and I'm questioned again.

A wave of the hand, using a side to side rolling movement (usually the hand is held vertically with the palm flat or slightly curved) has a peculiar significance in Hawaii--he's gone, there isn't any, we're all out, etc. Mainlanders frequently mistake this for a friendly wave.

The nearest thing I've found to this is the Columbian gesture used to designate "we don't have any" or "forget it," but in this gesture the thumb rests between the chin and the lower lip while fingers, extended, move from side to side.

Body contact is another form of kinesics which is subject to wide differences in interpretation. In the Thai

society, body contact between sexes is rarely seen while it is common for people of the same sex to walk hand in hand or with one's arm on another's shoulders, especially among the young. "To touch or hold a girl's hand is tantamount to expressing a desire for sexual relations, and such action was [sic] considered immoral."

"The Arab likes to touch his companion, to feel and smell him. To deny a friend his breath is to be ashamed."

According to Hall, in Irania men are often seen embracing and holding hands.

Hall has much to say about time and space in relative cultural communication and has some interesting observations on violation of personal territory with both men and animals. Birdwhistell also goes into this quite extensively. To quote at length or give explanations about these seems outside the realm of this article. However, two statements from Fast will be included as they emphasize the difference of cultural interpretation.

When an Arab wants privacy he retreats into himself, but when a German wants privacy he retreats behind a closed door.

The English body language that says, "I am looking for some momentary privacy" is often interpreted by the American as "I am angry at you, and I am giving you the silent treatment."

The examples cited in this paper could probably be multiplied many times. Everyone I've known who has lived abroad for an extended period of time seems to remember at least one incident in which he was personally embarrassed by some untimely gesture. An example of this is a peace corps member in Micronesia who, while teaching an elementary class, thought to shame a child for his unpreparedness. He used a gesture common in elementary schoolyards (mainland United States) to denote "you ought to be ashamed" or "shame on you," by placing one index finger crosswise over the other at the base of the two fingers, with the other fingers and thumb curled into a fist, pointing toward the victim, and rubbing the top finger over the other away from him into the air, then bringing the finger back to the original position and repeating the action several times. (Saitz and Cervenka list this as a unique North American gesture, with the note that it is a teasing gesture used by children.) The shocked silence in the classroom, and the wide open eyes of the students convinced him of an error. Later he learned that in these islands this particular gesture indicated sexual intercourse.

Halting pronuncation and grammatical errors in a foreign speaker are always noticed but usually overlooked, and missing words or phrases are often supplied by the tolerant listener. Gestures given at the same time, although subject ot a different interpretation, might also be overlooked, excusing the speaker because of his limited knowledge of the language; but listeners unconsciously seem to expect anyone with an excellent command of the spoken language to also be aware of the implications of his gestures.

When a speaker mispronounces a word, or uses a word in a wrong context this is recognizable; this is not true of the misuse of a gesture. The gesture itself is usually perfectly made, it is only the interpretation that is wrong.

In my experience gestures are never corrected by a listener, and it is usually with great difficulty that explanations are extracted from listeners who react in some way that shows the gesture is mispleasing or has been misinterpreted. The speaker must constantly be aware of the subtle signs that indicate this.

The greatest misunderstanding seems to occur when the non-native speaker has great fluency in the second language. Unfortunately, foreign language text book writers either do not recognize this, or overlook the importance of communication by body movement.

I have visited Japanese language classes in Hawaii and observed that children's classes (taught by native Japanese speakers) follow the traditional Japanese practice of standing and then bowing low as the teacher enters the room, then sitting down only after recognition of

their greeting, but have not seen this done (or heard of it) on the high school or college level or in any adult classes although they, too, have had native Japanese speaking teachers. On the other hand, I have had new students from the Orient who have stood and bowed as I came into the classroom–much to their embarrassment, as the Polynesian members of the class always laugh uproariously. Evidently these students were not taught appropriate English classroom gestures with their previous English lessons.

Meaningful communication between cultures must include a knowledge of their contrastive gestures as well as their contrastive phonemes and morphemes.

Because gestures seem to be instinctive and usually become so automatic that we are not aware of them, communication often fails even when there is some recognition of these differences in interpretation so they must be consciously practiced much as oral drills in language acquisition. It took hours of practice for me to automatically use the Polynesian accepted side hand gesture for class response; however, it is now my usual gesture and a demonstration using the forward form feels awkward. (I also feel guilty whenever I call someone with a beckoning motion of the index finger).

Mrs. Pack would appreciate additional information or comments on contrasting or conforming cultural Kinesics by any TESL Reporter readers.

Because of their experiences and with the hope that others might successfully interact with Columbians and avoid their embarrassing errors, Saitz and Cervenka have prepared a contrastive inventory on Columbian and North American gestures.

They state in their introduction:

Now after more than a year's practice in maintaining our palms at right angles to the floor, in loose finger-flapping and in fish-face mouth pursing, we feel a little better equipped for communication in our new environment, though perhaps not adept enough to buy fruit successfully in our local market.

Some books and articles on kinesic communication are available, although language learners will have to sift through extraneous material to find information on contrastive cultural gestures. Instructions on a very few gestures and their meanings are also given in some guide books and travel columns (along with wardrobe suggestions and currency conversions) so that travelers may avoid giving or taking offense when they visit other countries. This is not widespread however, and foreigners who live in another country must usually depend on a number of embarrassing mistakes before their trial and error gestures are acceptable in communication.

If these contrastive gestures, particularly those which give offense, were more widely publicized, then, along with the recognition that there were differences in meaning, more understanding would develop for those who unknowingly use the gestures.

Saitz and Cervenk conclude,

It is certain that the "silent language" of communication, among which gesture systems are prominent, are as important--often more so--as the verbal matter we are accustomed to regard as the essense of communication.

Cited experiences and research support Wieman's statement:

The communicative situation that provides the optimum conditions for creative interchange is existential...It includes the full expressiveness of body and personality of both a communicator and communicatee, and events involving choices for better and worse. Therefore, interpersonal communication, in contrast with group persuasive speaking, mass media, etc., is the form of communication that fosters growth of meaning more effectively than any other.

Specific and scholarly contrastive works on cultural kinesics like that of Saitz and Cervenka should be available for as many cultures as possible. Gesture guides should be incorporated in all language textbookds, listing cultural gestures as important as proper pronunciation, and serious language students should practice cultural kinesics as religiously as intonation when studying a new language.

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CCH Programs

(continued from page 2)

English programs. Because one of the main objectives of the college is to encourage students to return to their native countries, it is extremely challenging to try to train students who use English as a second language to become proficient speakers of that language so that they can go back to their own countries to be qualified teachers. It soon becomes apparent in the student conferences that some students should be counselled into other majors.

Once a student successfully passes our beginning courses in the English Language Institute or performs well enough to have the course waived, he is advised, if necessary, to take a course designed to build his speed and comperhension in reading. He then goes on to take an expository writing course followed by an intensive two semester course in reading and writing about literature. The general education program of the school also requires each student to take a course in developmental speech. These exposures to the language serve as a particularly solid foundation for those majoring in English.

If a person expresses an interest in linguistics and the teaching of non-native speakers of English he is encouraged to do his course work for the BA in TESL, a degree which is still quite rare in four year undergraduate programs.

The following is a list of the required courses and some of the reasons for including them in the TESL major: (All courses are 3 credit hour courses unless otherwise indicated)

Phonetics and Phonemics emphasizes a study of the systems of phonetic symbolization and an analysis of the distinctive speech sounds of various languages with an emphasis on English.

The Grammar of English: Morphology and Syntax a 5 credit course, surveys traditional, structural, and transformational approaches to grammar with special reference to the structure of English. English majors, not in the TESL program, also take this course.

Language in Literature was designed to give students a critical introduction to traditional and linguistic approaches to literary analysis. One of the aims of this course is to use methods which will appeal to both the linguistic-oriented student and the literature-oriented student.

Ethnic Literature is a variable content course treating either Polynesian, Oriental, or American minority literature each time it is offered. The TESL major can choose the literature of the cultural area in which he plans to teach.

Shakespeare and His Age is included because of the high regard often given to people in foreign countries who have studied this master poet and because Shakespearean studies are also valuable to students interested in the historical development of English. The intrinsic value of Shakespearean works are, of course, justification for including it in any curriculum.

Literature of the United States to 1900 is one of the courses included to acquaint the major with American culture and history.

Twentieth Century Literature serves to acquaint students with modern authors who often appeal to foreign students because of their contemporary styles and themes of these writers.

Advanced Linguistics enables a student to compare and contrast the phonological and morphological systems of several languages, primarily Asian and Pacific, and to use native informants and linguistic field techniques.

TESL Methods is the final seminar of the program in which students study techniques of second language teaching, examine numerous ESL texts, write lesson plans, and discuss the social implications of teaching English to people of other cultures.

In addition to these courses, the TESL major takes a course in the cultural anthropology of the country in which he plans to teach, at least one course in U.S. history, and four semesters or the equivalent in a foreign language. Non-native speakers of English may count English as their required foreign language; native speakers of English are encouraged to take course work in Pacific Basin languages.

As students progress through this curriculum, many of them are hired by the department to work with foreign students in the college reading clinic or the English Language Institute. Thus opportunities are created to turn the theoretical into the practical.

Dr. Fox, Division Head, Communications and Language Arts (upper photo) and Paul Thomas, coordinator of freshman English (lower photo) confer with students in private conference.